

INCORPORATING CRITICAL PEDAGOGY THROUGH PROBLEM POSING, DIALOGUE, AND CONSCIENTIZATION IN A JUNIOR HIGHSCHOOL IN SALATIGA

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ABSTRACT

Although ELT scholars have addressed critical pedagogy, the study of the practicality of critical pedagogy is still lacking, especially in Indonesia. To fill the gap, this current study attempts to investigate the practicality of critical pedagogy in a Junior high school in Salatiga. By synthesizing themes provided by Akbari (2008) and Freire's (1970) principles of critical pedagogy, the study explores how problem posing, dialogue, and conscientization were practiced in the pedagogical practices of an in-service English language teacher at a junior high school in Salatiga. The data consist of a questionnaire filled out by the teacher, six observations in the teacher's class, and selected students' assignments. The findings showed that the themes can be incorporated into the three principles in his teaching practice and the students were overall not resistant to critical pedagogy. Moreover, by including critical pedagogy, the teacher could open up room for the students to include their social life concerns in the classroom, build bi-directional learning led by students, and make students aware that learning English has social significance in their society. This study calls into question whether CP can also be incorporated into settings where learners are not "adults."

Keywords: critical pedagogy, problem posing, dialogue, conscientization